



Story Time at Distington Community School

Here at Distington Community School, we dedicate 15 minutes of daily Story Time in each year group- this does not include Stories read in our English and Guided Reading lessons. We use a range of sources for Story Time.

Our sources include:

- '100 books to read'/ audio books

Focus: Reading for Pleasure

- 'Diversity' reading books

Focus: Exploration of cultures

- CLPE suggested poetry list: <https://clpe.org.uk/poetry/poems>

Focus: Poetic devices

- Plagues Reading Spine: <http://teachlikeachampion.com/wp-content/uploads/5-Plagues-Reading-Spine.pdf>

Focus: Archaic language, Non-Linear Time Sequences, Narratively Complex, Figurative/Symbolic Text and Resistant Texts

Our range of story books and poems aim to expose children to a diverse range of reading material from various authors exploring a range of fictional and non-fictional concepts.

Our Story Time Aims:

Social Opportunities

Children in Nursery and Reception are learning how to function in a group setting for the first time. Storytime is an activity that allows each child to participate and to share their own ideas about what is going on in the story. In books, there is always a lesson to be learned, characters with whom to identify, and real-world connections to be made as children listen to stories read by their teachers. Storytime provides students with the opportunity to participate, to use their language and critical thinking skills, and to develop self-confidence and inner control as they wait to share their thoughts.

Reading & Listening Skills

We choose stories that enrich a child's vocabulary, exposing them to a more sophisticated use of language. As a teacher reads, students learn to listen, comprehend details, sit still, focus, and follow instructions.

Inspired Minds

Books help children discover new concepts, ideas, and cultures. Stories expand children's horizons and empower their imaginations. Books are a way to bring the big world into the life of a child.

A Comfortable Environment

Not only is storytime important in laying all of these intellectual and academic foundations for growing children, it is also important simply to share comfortable, low-key, relaxed time with an adult. During this special time, a child gets a true sense of belonging to a caring group and begins trusting an adult in order to feel good about him/herself and the learning

environment. It is in this warm, nurturing atmosphere that love of learning, reading, and a respect for adults and the school program is established.

Story Time Challenges

Stories may frequently contain some language structures and vocabulary that are beyond children's current level of attainment. We actively support children's understanding in the way we read or tell the story. We support children's understanding of stories through:

- **using facial expression** – to enhance the way we express a range of emotions such as the examples given above.
- **using mime and gesture** - to demonstrate the meaning of unfamiliar vocabulary e.g. the way the giant 'strode' across the room, or pretending to show the tiger's 'sharp teeth' as if they are our own.
- **eliciting and asking questions** – to encourage prediction, to check understanding of key moments in the story, and to personalise the story to the children's own lives and world.
- **using pauses** – to create suspense, to encourage participation, and to give children thinking time in order to assimilate what the story is about.
- **using repetition** – to reinforce key vocabulary and phrases, and to give children opportunities to listen to the language of the story more than once.
- **pointing to illustrations** – to help children associate sounds, words and meanings, as well as make connections in the ways different elements in the story relate to each other.
- **maintaining eye contact** – to ensure that all the children stay actively involved and focused as they listen to the story.